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ABSTRACT

The Secondary Curriculum Improvement Program (SCIP) operated at two levels: at the school-site level, schools were encouraged to develop a coherent plan for assisting teachers in the implementation of mastery learning in their classrooms; and at the system-wide level, SCIP focused on staff development activities designed to encourage the use of mastery learning techniques. The staff development model was implemented through the services of development specialists, who worked closely with both teachers and coordinators at the school-level. The specialists assisted teachers through a variety of activities, including 5-day workshops and school-based contact with teachers. Home study and the SCIP "management information system" were also parts of the SCIP design. The home study component, through objective based home assignments, provided for additional time on task for students who did not master a given objective. The SCIP management information system was a computer based method of providing feedback to teachers about the progress of their students on minimum skill objectives. Both of these components were based on the New Orleans Public Schools "Continua of Skills" and the "Minimum Competencies." Their use was determined by the teacher, based on professional judgement concerning the needs of the student. (Author/PN)

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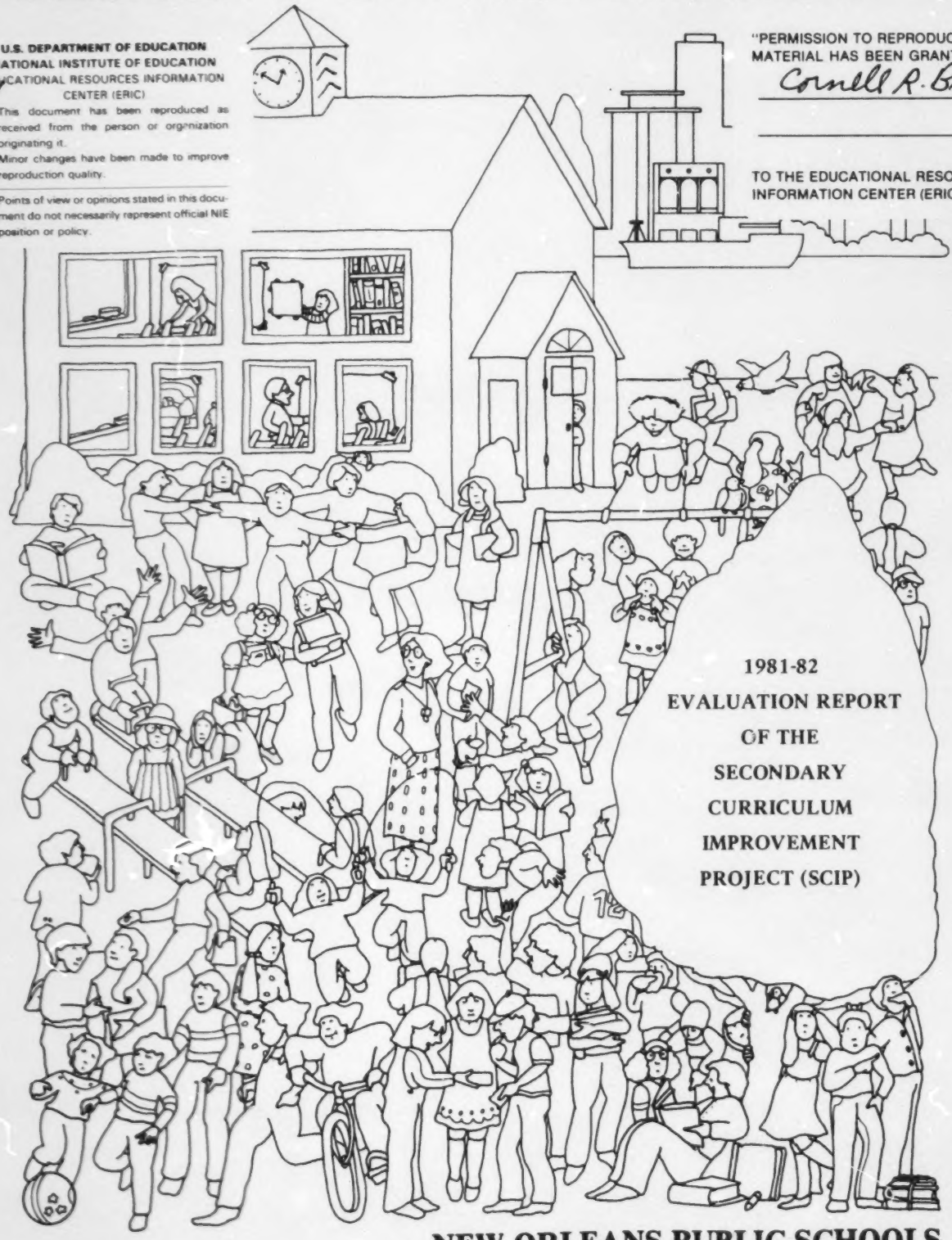

1981-82 EVALUATION REPORT OF THE SECONDARY CURRICULUM IMPROVEMENT PROJECT (SCIP)

NEW ORLEANS PUBLIC SCHOOLS

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1981-82 EVALUATION REPORT OF THE SECONDARY CURRICULUM IMPROVEMENT PROJECT (SCIP)

August, 1982

NEW ORLEANS PUBLIC SCHOOLS

DEPARTMENT OF TESTING AND EVALUATION

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EXECUTIVE SUMMARY
1981-82 SCIP EVALUATION

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The comprehensive 1981-82 evaluation plan reports several kinds of data about the SCIP program for SCIP teachers, administrators and students. The SCIP targeted teachers, and administrative staff and their SCIP students were surveyed to obtain perspectives on their experience with SCIP methods. Use of the computerized management information system was monitored and reviewed. Test scores of the students in SCIP were contrasted to the scores of students across the system. Thus, various survey information, student interviews and achievement scores are the basis of the 1981-82 SCIP evaluation and the data provides evaluative information about SCIP.

One hundred forty-four treachers were identified as the most active users of SCIP and the mastery learning techniques. These teachers provided the basic information collected about the program. Additionally, all secondary administrators were surveyed for their reactions to SCIP. The results of the surveys are summarized as follows:

1. Teachers and administrators appreciated the increase in materials and supplies provided through SCIP.
2. Both groups liked the in-service and other staff development activities provided through SCIP.
3. The computerized management information was awkward and inefficient.

The math and reading CTBS scores of SCIP students were compared to the same scores from all secondary students in the school district. The analysis showed there were no statistically significant differences at any

grade level in either subject. SCIP did show improvement in every grade level and in both subjects that was equivalent to the performance of all secondary students.

The Secondary Curriculum Improvement Program is not scheduled to be continued because of the relatively small number of teachers involved and benefiting from the program. Nevertheless several positive findings are apparent from the SCIP experience. These positive aspects include the following:

1. Many teachers are willing to learn, change and grow in order to improve their instruction.
2. The teachers appreciate and want in-service support for teaching methodologies.
3. Teachers want more materials and supplies for their classes and they want more input in decisions about materials ordered.
4. Teachers want unity, logic and continuity in a secondary curriculum.

One of the benefits that can be derived from SCIP is the prevention of some of the problems associated with program development and implementation. Careful attention should be paid to the lessons of SCIP when planning any new program. The following areas should be examined closely:

1. Teachers will not support a program with constantly changing focus, goals and often heard threats of cancellation.
2. The wedding of technology and teaching is temperamental at best and the relationship must be continually supported.

3. Institutional change requires commitment from a wide variety of staff at a variety of administrative and teaching levels. Change does not occur only from the top down, and does not occur without sufficient and consistent administrative support and direction.

4. Promise of delivery and actual delivery of materials should not be separated by more than a short time period.

SCIP provides an excellent starting point for future program development. Mastery learning was a major portion of SCIP with strong support from the staff development model. Neither of these has been questioned by the participants. The questions that have been posed relate to the planning, development and implementation of the program. These problems are preventable through constant monitoring beginning with initial program development.

T&E

August, 1982

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ABSTRACT

The Secondary Curriculum Improvement Program (SCIP) operated at both the system level and at the school-site level in the 1981-82 school year. At the school-site level, schools were encouraged to develop a coherent plan for assisting teachers in the implementation of mastery learning in their classrooms. At the system-wide level, SCIP focused on staff development activities designed to encourage the use of mastery learning techniques.

The staff development model was implemented through the services of several staff development specialists, called SCIP Associates. The Associates worked closely with both teachers and SCIP Coordinators, who facilitated SCIP at the school-level. The Associates assisted teachers through a variety of activities, including 5-day workshops and school-based contact with teachers. SCIP included positions for two Team Leaders, one in Language Arts and one in Mathematics, who were responsible for the overall coordination of the activities of the SCIP Associates.

Finally, Home Study and the SCIP "management information system" were also parts of the SCIP design. The Home Study component was supervised by a Home Study Coordinator and, through objective based home assignments, provided for additional time on task for students who did not master a given objective. The SCIP management information system was a computer based method of providing feedback to teachers about the progress of their students on minimum skill objectives. Both of these components, as well as the entire SCIP system, were based on the New Orleans Public Schools Continua of Skills and the Minimum Competencies. The use of the Home Study component and the SCIP management information system was determined by the teacher based on professional judgement concerning the needs of the student.

SECTION I

INTRODUCTION

In August, 1977, the Orleans Parish School Board approved the implementation of the Secondary Curriculum Improvement Program (SCIP). According to the SCIP Chronicle, improving instruction and increasing achievement are the dual goals of SCIP. The techniques used to achieve these objectives were based on John Carroll's Mastery Learning formula and Benjamin Bloom's Taxonomy of Learning. As SCIP developed, mastery learning became the dominant educational method used in the classrooms of SCIP-trained teachers.

Through the efforts of the SCIP Steering Committee, SCIP began to focus on the following areas:

1. Curriculum support.
2. Designing and planning the secondary program in the curriculum areas of Language Arts and Mathematics (initially).
3. Transformation of teacher role from dispenser of information to a manager and facilitator of learning.
4. Individual schools would design a plan for implementation based on needs identified by the school.
5. Curriculum materials would be provided to support the school level plan.
6. Staff Development would be a continuing and essential dimension of SCIP.

The initial task of implementating SCIP consisted of hiring personnel and planning for the operation of the program. The staff consisted of a Team Leader for Language Arts, a Team Leader for Mathematics, a Home Study Coordinator and a Stenographer. Eight SCIP Instructional Associates were also provided and divided among the four districts.

In October of 1977, the schools conducted their needs assessments and began developing their individual SCIP plans. The Central Office staff and the District Associates assembled the Continua of Skills and the Minimum Competencies. These two documents were designed to help identify and organize the basic skills expected of secondary students. Teachers were trained in the use of the Continua of Skills and the Minimum Competencies through ongoing workshops and in-service programs.

After completion of the needs assessment, and the pilot testing of programs at eight schools, schools were allocated funds on the basis of their proposals to implement SCIP. Funds were distributed on the basis of school population and the presentation of an acceptable five-year plan. Additional funds were used to develop a computerized management information system that would serve all schools in the system. The five-year plan was to be reviewed each year with emphasis on current year operation.

Each school was encouraged to include an evaluation component in its annual budget. The schools evaluated the progress of their programs using school identified objectives as criteria. Results of the evaluation were used by school personnel to modify the plans for the following school years. The overall effectiveness of the achievement aspect of SCIP was evaluated with the annual norm-referenced CTBS. One major goal of SCIP was to improve secondary students' achievement in basic skills.

The implementation of mastery learning requires the ability of a teacher to be able to assess progress or mastery of each student in the class. The minimum required skills for secondary students were stated in the Continua of Skills and the Minimum Competencies. In order to provide teachers with a systematic method of measuring these basic skills the SCIP Management Information System (MIS) was developed.

Test items were generated to test mastery of the specific skills identified in the Minimum Competencies. These test items served as the foundation of the MIS. After writing, revising and validating of the test items, they were assembled in test booklets A, B and C. The booklets were administered to students at the discretion of the teachers. The booklets were either hand scored or sent to the school board office for scoring by the computer based MIS. Booklets that were scored by computer are combined with previous tests of the same student to provide a history of mastered and non-mastered objectives. Processing through Computer Services, also allowed the teacher to request various types of feedback reports such as letters to parents, individual histories, individual profiles, group profiles and group summaries. Because computerized test items were developed for only the minimum skills, however, some teachers used other types of testing materials, in order to meet the needs of their students better: either non-computer scorable teacher-made tests or tests constructed by test publishers were the most common alternative to the MIS tests.

The Home Study component of SCIP provides supplementary lessons that correspond to each objective. When a student required more time on task to acccomplish a given objective, Home Study lessons were available. Parents were notified of the availability of these Home Study lessons and could make arrangements to obtain and use them.

In June, 1980, it was decided that the Secondary Curriculum Improvement Program should focus more on staff development, in order to enhance implementation of mastery learning. This change was reflected in a change in program structure. The Instructional Associates were no longer based in the district offices. The staff consisted of a Team Leader for Mathematics, a Team Teacher for Language Arts and a Home Study Coordinator. There were ten SCIP Staff Development Associates who would be responsible for training and in-service activities.

The staff development model consisted of two parts. First, the five-day SCIP workshop, and second, the ongoing in-service contact in the schools.

The objectives for the five-day workshop appear in Appendix F. In the workshops, teachers wrote sequences of tasks for an actual mastery learning lesson, had the opportunity to interact and exchange instructional techniques with one another, and were instructed by the associates in methods of using correctives, extensions and alternative teaching methods. Finally, teachers were given a summative examination at the end of the workshop.

Following the workshop, the SCIP Associates provided follow-up support for teachers in their classrooms. Teachers were able to request assistance in any area, but the following kinds of assistance was specifically included: Diagnosis, teaching, composition and problem-solving, extensions and correctives, and grouping. Additionally, the SCIP Associates assisted the school-level SCIP Coordinators in their administrative duties and aided in the development and writing of the annual SCIP proposals.

PARTICIPATION

Participation in the Secondary Curriculum Improvement Program was limited to middle schools, junior high schools and senior high schools in the Orleans Parish School System. Alternative educational schools associated with these schools were also provided the opportunity to participate in SCIP. From its inception, SCIP was a volunatary program and requiring formal application from the school for inclusion.

Each year the SCIP Review Committee reviewed the formal proposal from each school. Suggestions were made to improve the proposed activities and materials before the budget was approved. The proposals specified what

activities were to be provided to students and what materials would be needed. The SCIP Staff Development personnel assisted the school in developing and implementing its proposal. The SCIP associates would provided support and assistance to teachers who were attempting to implement the school's proposal. Students benefitted from SCIP by being taught by the teachers using the methods and materials associated with SCIP.

SECTION II: PLAN FOR 1981-82 PROGRAM

The evaluation of the Secondary Curriculum Improvement Program for the years 1978-79 and 1979-80 was based primarily on the results of the CTBS. Two problems were apparent in this type of analysis:

1. It was difficult to separate SCIP students from non-SCIP students, so all secondary CTBS scores were collected. An increase in these scores was taken as a sign that SCIP was working to improve achievement. Numerous other factors could be involved in any score changes. Unless some effort is made to specifically identify SCIP students, the program will be denied the credit it deserves.

2. SCIP was not intended to be a strictly academic program. A specific goal of SCIP is improved instruction as a result of changes in teacher attitude and the implementation of mastery learning in the classroom. Any evaluation of SCIP must examine whether mastery learning is being implemented, how teachers feel about the program itself and student schievement.

In the 1980-81 school year, an effort was made to structure more detailed evaluation design to deal specifically with the problem of identifying SCIP classes. A selected group of 40 SCIP teachers was identified and their use of mastery learning and SCIP materials was confirmed through observation and principal reports. Students identified and verified by these teachers were coded on CTBS answer sheets to separate these in fully implemented SCIP mastery learning classes from the remaining student population. Results of the study of this specially selected group were analyzed and showed that:

1. The average scores of students in the selected SCIP math classrooms were higher than those of the remaining student population.

2. Students in the special SCIP study group showed greater gains in reading in grades 7, 9, 10 and 12, but no such gains were reported in 8th or 11th grades.

3. The class averages for SCIP classes tended to be the result of both the program and the teacher.

4. On a brief survey, responding teachers indicated that they were using mastery learning in their classrooms.

During the summer of 1981, an effort was made by the Research and Evaluation staff to better distinguish SCIP students from non-SCIP students by dividing SCIP teachers into "targeted" and "non-targeted" groups in each school. Targeted teachers had access to SCIP-funded materials and supplies, benefited from the activities of staff development associates, and used mastery learning in the classrooms. Non-targeted teachers did not have these services and were approximately matched in each school with targeted groups in terms of experience and subject area.

The targeted - non-targeted concept proved to be difficult to implement for the 1981-82 school year. The schools were unable to match teachers or too many teachers were already implementing elements of the SCIP program. Additionally, some teachers who were actively practicing mastery learning were told they were not targeted this year. Finally, the SCIP associates pointed out that some targeted teachers were not necessarily the best representatives of SCIP because of their recent introduction to the program or their unwillingness to accept new ideas.

Thus, in order to evaluate the 1981-82 SCIP programs, it was determined the first step of the evaluation process would be to identify those teachers who could be verified as employing SCIP resources and recommended procedures. Three pieces of information were used to locate an agreed upon

SCIP target population. First, the schools supplied a list of targeted teachers in their schools. These were the teachers who had access to the instructional resources provided through SCIP. Second, teachers were asked about their teachings practices and they were grouped according to whether or not they reported using mastery learning. Third, the staff development associates who service each school indicated which teachers are practicing mastery learning, based on the associates' interaction and observation of teachers in their classrooms. It was decided that the best representative group of SCIP teachers were those identified by all three of the procedures described above.

On January 11, 1982, a Self-Report survey (Appendix A) was distributed to SCIP Coordinators for all English/Reading and mathematics teachers to complete. Recognizing that in some cases teacher cooperation would be low because the survey requested the names of teachers, it was determined that self-report was nevertheless, the fairest and most open method of locating teachers who are actually participating in the SCIP program this year. Just following the distribution of the Self-Report forms, severe weather forced the closing of the schools and, possibly because of the weather, response by teachers was slow. Approximately 390 of the Self-Report surveys were returned representing about 50% of the secondary reading and math teachers, from 32 out of 40 secondary schools. It was concluded that this group was the most representative sample of the SCIP population since it included the majority of the schools involved in SCIP.

The SCIP Associates identified on the returned forms whether teachers were targeted or non-targeted and whether or not they used mastery learning in their classrooms. The returned forms were then separated for analysis as indicated in the following section.

In conclusion, the 1981-82 evaluation attempted to correct problems of previous SCIP evaluation designs, especially those related to group identification and to determine a clearly identifiable group of teachers who are actually participating in this year's SCIP activities. The comprehensive 1981-82 evaluation plan calls for reporting several additional kinds of data about the SCIP program for SCIP teachers, administrators and students. The SCIP targeted teachers, and administrative staff and their SCIP students were surveyed to obtain perspectives on their experience with SCIP methods. Use of the MIS was monitored and reviewed. Test scores of the students in the SCIP program was contrasted to the achievement of the students across the system. Thus, various survey and status report information, student interviews and achievement scores are the basis of the 1981-82 SCIP evaluation and the data for the 1981-82 provides informative evaluative information about the SCIP program.

SECTION III: EVALUATION RESULTS

(SECONDARY LANGUAGE ARTS AND MATH TEACHER SURVEY)

In January, 1982, approximately 1,000 surveys were distributed to all Reading, English and Mathematics teachers at the secondary level. The purpose of this survey was to identify the SCIP teachers and to confirm, through their own report that they were using the SCIP teaching methods.

Three hundred eighty-two responses were received and this represents approximately half of the estimated number of Language Arts and Math teachers at the secondary level. Table 1 summarizes the results of this survey. The complete questionnaire with percentage of responses is presented in Appendix A.

The lists of targeted teachers supplied by each school was used to identify the targeted and non-targeted groups. Targeted teachers were able to receive support and assistance from the SCIP staff development personnel. Targeted teachers were also able to use SCIP purchased materials and supplies and to use the Management Information System and the Home Study component.

The self-report about the use of mastery learning was derived from the responses to the questions on the survey. Being targeted, as SCIP teachers allowed them access to materials, supplies and support. The self-report procedure enabled teachers to indicate their perception of their own involvement in SCIP. Responses to questions were weighted and summed to produce a total score. Teachers scoring at the mode of the distribution or above were considered as users of mastery learning.

Finally, the SCIP associates were asked to identify the teachers who were actually implementing mastery learning in their classrooms. The

judgement was based upon their observations in schools and it was made without referencing other supplied information. The associates responses were based only on their interaction with teachers in the schools they served.

TABLE 1

Secondary Teacher Survey Summary

Total Number of Responses	382
Targeted Teachers	233
Non-targeted Teachers	145
Self-report Using Mastery Learning	224
Self-report Not Using Mastery Learning	152
Identified by SCIP Staff as Using Mastery Learning	219
Not Identified as Using Mastery Learning	157

Using these three pieces of information, it was possible to produce eight mutually exclusive groups The groups are identified in Table 2.

TABLE 2

Classification of teachers based on their involvement in SCIP

Group 1 Targeted Report using mastery learning Identified as using mastery learning	144
Group 2 Non-targeted Report using mastery learning Identified as using mastery learning	19
Group 3 Targeted Report not using mastery learning Identified as using mastery learning	50
Group 4 Non-targeted Report not using mastery learning Identified as using mastery learning	6
Group 5 Targeted Report using mastery learning Not identified as using mastery learning	15
Group 6 Non-targeted Self-report using mastery learning Not identified as using mastery learning	38
Group 7 Non-targeted Self-report using mastery learning Not identified as using mastery learning	23
Group 8 Non-targeted Self-report using mastery learning Not identified as using mastery learning	81

Since Group 1 represents people who are most actively involved in SCIP and in using mastery learning, they were used to obtain information on SCIP exclusively.

SCIP TEACHER SURVEY

All identified SCIP (Group 1) teachers were invited to a meeting during March, to continue the evaluation of the Secondary Curriculum Improvement Program. At this time, they were asked to verify their class rosters and to complete a questionnaire about SCIP. Verification of class rosters consisted of teachers identifying students who were in their classes and therefore exposed to SCIP methods for the majority of the school year. Using this process, over 10,000 SCIP students were identified. Once identified, the CTBS test scores of these students could be compared to the scores of similar students who were not involved in SCIP. This would give some idea of the total effect of SCIP on a general purpose achievement measure like the CTBS.

Of the 144 teachers in Group 1, 115 actually completed the SCIP Teacher Survey. The form with summarized responses is presented in Appendix B. This survey reflects the feelings of SCIP teachers about SCIP.

Based on the survey, the involved teachers feel fairly positive about SCIP in general. Several points of interest emerge from the teachers' responses to the questionnaire. Teachers were pleased with the availability and types of materials purchased with SCIP funds. They were generally not impressed with the Management Information System. Many reported using it but were unhappy over the slowness of the system and its poor relationship to their classroom objectives. Most of the teachers seemed to prefer their own teacher-made tests.

The teachers were very positive about both the 5-day SCIP workshop and school-site staff development support received. In general, teachers felt that the associates and the coordinators provided useful, helpful informa-

tion. Many of the teachers reported they learned something as a result of their involvement in SCIP. They also indicated that SCIP methods contributed to an increase in student achievement and motivation.

The SCIP Teacher Survey concluded with several open-ended questions. The responses to these questions are presented at the back of Appendix B. These responses continued to indicate the overall positive feelings of teachers toward SCIP. The major points mentioned were that teachers appreciated having more control over the ordering of materials and supplies but that the Management Information System was a problem because it was slow and generally inefficient.

ADMINISTRATOR SURVEY

In April, a variety of school-site administrators were surveyed about the impact of SCIP in their schools. The positions represented are summarized in Table 3.

TABLE 3

Description of Respondents to the Administrator Survey

Principal	24
Assistant Principal	26
Counselor	31
Administrative Assistant	6
SCIP Coordinator	18
SCIP Associate	3

The entire Administrator Survey with summary responses is presented in Appendix C.

The overall response from the administrators, indicated mixed feelings toward the SCIP program. Most responses provided high praise for the SCIP purchased materials and supplies and staff development dimensions of the program. Some said that more materials were available because of SCIP. They also favored the staff development activities especially the support to teachers provided by the SCIP Associates. Generally, the administrators agreed with the teachers that SCIP provided more structure and organization to the secondary curriculum.

In spite of the support voiced by administrators, many negatives were also noted. Many of the complaints seemed to focus on the administrative and technical side of the program. Many concerns were registered about the slowness and inefficiency of the Management Information System. There was some sentiment that a "daily" feedback system should be more frequent than once a week. There were also complaints that the MIS objectives did not meet the instructional needs of the students.

There were also several objections to the lack of administrative continuity and coordination. The focus of the program seemed to change frequently and without apparent reason. The quantity of paperwork involved was mentioned as being as inhibiting factor. There were several complaints that the emphasis of mastery learning on basic skills forced the teaching of skills in isolation from the academic subject. Finally, a very large group of people indicated dissatisfaction with the often late delivery of materials and supplies.

SCIP STUDENT INTERVIEWS

In April, 40 students enrolled in various SCIP classes were interviewed for their reactions about SCIP. The students were selected by SCIP Associates from the schools they served. A list of prepared questions were used to make the interview as standard as possible. The questions appear in Appendix D.

The students interviewed were aware of their involvement in SCIP classes. In most cases, they were able to name which of their classes were SCIP classes, although most students were unable to define either SCIP or mastery learning. The students did perceive a difference between their SCIP classes and their non-SCIP classes. SCIP classes were described as involving more repetition of lessons and learning matter. SCIP classes were also described as being more structured with more identifiable goals.

Practically every student interviewed said that SCIP contributed to better learning. Students attributed to SCIP better explanations of subject matter and more practice. Many felt that learning in SCIP was faster and easier. Unfortunately, this comparison was not between similar subjects because students are likely to have only one math, English or reading class.

SCIP ASSOCIATES INTERVIEW

The SCIP Staff Development Associates were interviewed in April about SCIP. Each associate was asked specifically about the operation and implementation of SCIP. The questions and the responses are presented in Appendix E.

The associates admitted that the Managmenet Information System has not been used to its full potential by the schools involved. The MIS was described as requiring too much paperwork and not providing enough information soon enough. Additionally, the associates claim the MIS was hindered by confusion and lack of financial and administrative support.

The associates, like the teachers and administrators, had great praise for the materials and supplies purchased with SCIP funds. They also felt that SCIP improved the quality and availability of educational materials and allowed teachers to have more input into the ordering of materials and supplies thereby assuring that their material ordered would fill specific student needs.

The associates saw the 5-day workshops as the unifying foundation of SCIP. Since each school was actually implementing their own programs, the workshop provided unity and communications. The workshop seemed to provide motivation to teachers to try something new and different. It also provided a better understanding of both SCIP and mastery learning. Finally, the teachers left each workshop with a practical lesson plan that could be implemented in their classrooms. This associate reported an additional incentive to actually try the program.

The associates were fairly convinced that SCIP did contribute to improving instruction in secondary schools. The overall feeling was that

teachers who adopted mastery learning became better teachers. Those who were already using the techniques gained additional support for their efforts. The support associates were able to provide in schools reinforced the skills gained in the 5-day workshops.

Although the associates were confident that the staff development component of SCIP was effective, they were less clear about whether SCIP met the parallel goal of improved student achievement. One of the basic assumptions of SCIP is that improvement in instruction will result in achievement gains. According to the associates, there have been improvements in achievement, but the contribution of SCIP is more difficult to separate from other influences. They point out that several programs operating simultaneously with SCIP may have had an impact on student achievement.

SCIP MANAGEMENT INFORMATION SYSTEM

The Management Information System was designed to provide teachers with ongoing information about their students' progress with regard to the objectives taught in class. Ideally, the MIS would have provided feedback to teachers so that remediation or enrichment could be provided for individual students. The MIS is based on computer-scored mastery tests geared to specific objectives. The computer was to provide immediate information about a student's progress with respect or a given tested objective.

The MIS experienced several problems during the course of its existence. By the 1981-82 school year, many of the problems had been worked out, but many remained. The system was always very slow, often taking a week or more to provide feedback to teachers. Additionally, the MIS tests were written only for minimum skills objectives and were never designed to serve the needs of more advanced students: Table 4 presents the number of answers sheets processed on a month-by-month basis. This table only provides a general idea about use of the system since rejected answer sheets are not counted and numerous erroneous answer sheets were processed.

TABLE 4

Management Information System Answer Sheets Processed by Month*

January	4181
February	11473
March	10124
April	6120
May	3580
TOTAL	35478**

*The MIS did not begin operation during 1981-82 until December.
**This averages out to less than two tests per student served by SCIP for the entire 20 week period.

Two factors may have caused less use of the MIS. Some schools were waiting until the newest edition of the test booklets were available to fully implement their testing program. These test booklets were promised early in the school year and remained undelivered at the year end. The other factor is one school, was scheduled to receive a micro-computer in order to pilot test in-school answer sheet scoring. However, a variety of hardware and software problems occured and this pilot remains unimplemented.

SCIP STUDENT PERFORMANCE ON THE CTBS

Class rosters were used to identify SCIP students for analysis of CTBS scores. The rosters were verified by the Group 1 teachers. This process ensured that the identified students were in SCIP classes for the majority of the 1981-82 school year. Each student was enrolled in and attending at least one SCIP class. Additionally, the students must have taken the CTBS in both 1981 and 1982, in order to have pre-test and post-test scores. Finally, only students in SCIP language arts classes were used for the reading group and only students in SCIP math classes were used for the math group. A complete list of pre-post means appear in Table 5.

An analysis of the scores of the two groups show no statistically significant difference at any grade level for either subject. The limitation on this result is related to the composition of the total student group. Since it was impossible to separate SCIP students from the total group, the comparison may have been affected. It is possible that gains in the SCIP group caused increases the total group large enough to abolish statistical significance. There is no practical way to dispel this possibility.

Another way to look at the scores of the SCIP students is to examine them in isolation of the total student population. SCIP students showed improvement in reading and math at all grade levels. The gains were most impressive in 11th grade for reading and 8th grade for math. The smallest gains were at 9th grade for reading and math. It would appear that SCIP students performed no worse than students as a total group. Any differences in the performance of the two groups is not statistically significant and certainly is not educationally significant.

TABLE 5

Pre-Post Means
CTBS Expanded Standard Scores

Reading - All Students

Grade	Pre-test	Post-test	Gain
7	454.07	479.57	25.50
8	475.43	502.73	27.30
9	493.87	510.16	16.29
10	520.10	545.94	25.84
11	546.06	575.25	30.19
12	560.18	567.98	7.80

Reading - SCIP Students

Grade	Pre-test	Post-test	Gain
7	444.74	467.97	23.23
8	479.85	513.08	33.23
9	473.06	490.71	17.65
10	492.51	523.91	3.40
11	504.78	542.53	37.75
12	526.25	547.96	21.71

Math - All Students

Grade	Pre-test	Post-test	Gain
7	462.42	472.00	17.38
8	464.57	496.06	31.49
9	493.05	502.54	9.49
10	506.96	522.40	15.44
11	529.29	556.08	26.79
12	534.40	539.65	5.25

Math - SCIP Students

Grade	Pre-test	Post-test	Gain
7	452.62	474.52	21.90
8	473.30	509.03	35.73
9	478.92	491.57	12.88
10	488.69	505.41	16.72
11	491.31	523.27	31.96
12	507.87	528.33	20.46

SECTION IV: CONCLUSIONS AND RECOMMENDATIONS

The Secondary Curriculum Improvement Program is not scheduled to be continued, because of the relatively small number of teachers involved and benefiting from the program. Several positive things would seem to be apparent from the SCIP experience. These positive aspects include the following:

1. Many teachers are willing to learn, change and grow in order to improve their instruction.
2. The teachers appreciate and want in-service support for teaching methodologies.
3. Teachers want more materials and supplies for their classes and they want more input in those ordering decisions.
4. Teachers want unity, logic and continuity in a secondary curriculum.

One of the benefits that can be derived from SCIP is the prevention of some of the problems associated with program development and implementation. Careful attention should be paid to the lessons of SCIP when planning any new program. The following areas should be examined closely:

1. Teachers will not support a program with constantly changing focus, goals and often heard threats of cancellation.
2. The wedding of technology and teaching is tempermental at best and the relationship must be continually supported.
3. Institutional change requires commitment from a wide variety of staff at a variety of administrative and teaching levels. Change does not occur only from the top down, but does not occur without administrative support and direction.
4. Promise of delivery and actual delivery of materials should not be separated by more than a few days.

SCIP provides an excellent starting point for future program development. Mastery learning was a major portion of SCIP with strong support from the staff development model. Neither of these has been questionned by the participants. The questions that have been posed relate to the planning, development and implementation of the program. These problems are preventable through constant monitoring beginning with initial program development.

APPENDIX A

SUMMARY OF

THE SECONDARY TEACHING SURVEY

SECONDARY TEACHING SURVEY 1981-82

Please Print

NAME _____ (1, 25)

Check the subject you teach: English/Language Arts 56% (26) Mathematics 41% (27)

Circle the grade(s) you teach this year: 6 7 8 9 10 11 12 (31, 32)

(Circle the Correct Response):

I. In the past two years, have you

1.	A.	Attended the one week mastery learning workshops at the SCIP Resource Center?	65.7%	1 Yes	2 No	32.7%	(33)
2.	B.	Received the services of the SCIP District Associates and Staff Development Teachers at your school?	84.8%	1 Yes	2 No	12.8%	(34)
3.	C.	Received instructions from SCIP staff on using the Management Information System, CTBS or Louisiana Assessment tests to facilitate instructional planning?	81.7%	1 Yes	2 No	16.8%	(35)
4.	D.	Regularly used instructional materials purchased with SCIP funds?	73.0%	1 Yes	2 No	25.7%	(36)
5.	E.	Used the computerized Management Information System?	49.2%	1 Yes	2 No	46.9%	(37)

II. During the current year:

6.	A.	Do you plan to use the computerized Management Information System as a component of your instructional program?	1 Yes 47.9%	2 No 14.7%	0 Undecided 33.5%		(38)
7.	B.	Are you expecting to receive resources and/or training from the SCIP program this year?	1 Yes 58.4%	2 No 25.4%	0 Undecided 12.8%		(39)

III. Please respond to the following statements by circling the number which best describes your situation:

8. A. I use mastery learning as a major teaching technique for my classes:

Always	0	1	2	3	4	5	6	7	8	Never	(40)
	17%	14%	13%	16%	18%	8%	6%	1%	5%		

9. B. I use the SCIP Home Study lessons:

Always	0	1	2	3	4	5	6	7	8	Never	(41)
	4%	4%	9%	11%	13%	7%	7%	8%	35%		

10. C. I use teacher made or computerized CRT's in testing students for mastery of objectives I teach:

Always	0	1	2	3	4	5	6	7	8	Never	(42)
	22%	14%	10%	14%	12%	5%	3%	5%	13%		

11. D. I use the NOPS Continua of Skills and Minimum Competencies as references for planning my instructional program:

Always	0	1	2	3	4	5	6	7	8	Never	(43)
	30%	18%	10%	9%	6%	6%	5%	3%	11%		

IV. Did you participate in the K-TIP Program in the summer of 1978?

1 Yes	2 No	(44)
10.7%	82.5%	

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY. YOUR QUESTIONS OR COMMENTS ARE WELCOME. PLEASE RECORD THEM ON THE BACK OF THIS SHEET.

1 - T	2 - NT	_____	(45)
61%	38%		

1 - ML	2 - NML	_____	(46)
57.3%	41.1%		

SCIP/R&E
12/81

APPENDIX B

SCIP TEACHER SURVEY

SCIP TEACHER SURVEY

SUMMARY OF RESPONSES

115 Teachers

Circle the category which applies to your situation.

SCHOOL TYPE

1. Senior High - 51
2. Junior High - 34
3. Middle School - 26
4. Special Program

Missing - 4

SUBJECT AREA YOU TEACH THIS YEAR

1. Math - 52
2. English - 31
3. Reading - 23
4. Other (Specify)

Missing - 9

Total years you have taught

1 - 2	3
3 - 5	14
6 - 10	46
11 or more	48
Missing	4

Years you have taught in Orleans

1 - 2	10
3 - 5	23
6 - 10	40
11 or more	37
Missing	5

Are you a targeted teacher this year?

1. YES - 107 2. NO - 4
Missing - 4

Do you use mastery learning?

1. YES - 103 2. NO - 6
Missing - 6

I. MATERIALS AND SUPPLIES: Please circle the number best reflecting your response to the following items.

1. SCIP purchased materials and supplies are available for my use.

1 - YES 97.4% 2 - NO 1.7% Missing 0.9%

(IF YOUR ANSWER IS NO, GO TO SECTION II)

2. Think about teaching materials or supplies purchased with SCIP funds in answering these questions.

SCIP purchased materials and supplies are:

1 - 54.8% 2 - 18.3% 3 - 14.8% 4 - 7.8% 5 - 1.7% 6 - 0.9%

RELATED TO MY CLASSROOM OBJECTIVES — NOT RELATED TO MY CLASSROOM OBJECTIVES

1 - 53.9% 2 - 18.3% 3 - 13.0% 4 - 5.2% 5 - 3.5% 6 - 0.9%

READILY AVAILABLE FOR MY USE — UNAVAILABLE TO ME

3. I am satisfied with the materials and supplies I receive from SCIP funds to support my teaching effort.

1 - 46.1% 2 - 25.2% 3 - 10.4% 4 - 9.6% 5 - 6.1% 6 - 1.7%

STRONGLY AGREE STRONGLY DISAGREE

4. Additional materials and supplies are needed in my classroom.

1 - 46.1% 2 - 20.9% 3 - 26.1% 4 - 6.1% 5 - 4.3% 6 - 3.5%

STRONGLY AGREE STRONGLY DISAGREE

II. COMPUTERIZED MANAGEMENT INFORMATION SYSTEM

1. Do you use the SCIP developed criterion referenced tests (Booklets A, B or C)?

1 - YES 82.6% 2 - NO 14.8%

Missing - 2.6%

(IF NO, GO TO SECTION III)

2. How often do you test a student in your class using booklets A, B or C?

1 - Daily - 0 2 - Every few days - 3.5% 3 - Weekly - 11.3%

4 - Every few weeks - 25.2% 5 - When he appears ready - 18.3%

6 - After the lesson is covered - 23.5% Missing - 18.3%

3. How often do you request the following reports?

Letters to parents

1 - Frequently - 27.8% 2 - Often -26.1% 3 - Seldom - 20.9%

4 - Never - 8.7% Missing - 16.5%

Individual History

1 - Frequently - 12.2% 2 - Often - 36.5% 3 - Seldom - 17.4%

4 - Never - 6.1% Missing - 20.9%

Individual Profile

1 - Frequently - 22.6% 2 - Often - 36.5% 3 - Seldom - 17.4%

4 - Never - 6.1% Missing - 17.4%

Group Profile

1 - Frequently - 11.3% 2 - Often - 25.2% 3 - Seldom - 36.5%

4 - Never - 10.4% Missing - 16.5%

Group Summary

1 - Frequently - 9.6% 2 - Often - 19.1% 3 - Seldom - 40.0%

4 - Never - 12.2% Missing - 19.1%

4. Check any of the following which describe how you perceive the CRT's available as part of the computerized management information system.

The CRT's are:

35.7%	35	1. meeting the need of my students
26.5%	26	2. not advanced enough for my students
8.2%	8	3. above the needs of my students
39.8%	39	4. not correlated well enough to the objectives I teach
20.4%	20	5. not related to the instructional material I use in my class
39.8%	39	6. helpful in managing my instructional program
19.4%	19	7. too much trouble to use
39.8%	39	8. too slow in providing feedback
7.1%	7	9. difficult to obtain
	17	10. Missing

III. TEACHER MADE CRITERION REFERENCED TESTS

1. Do you use criterion referenced tests other than the SCIP produced booklets, A, B or C?

1 - YES - 88.7% 2 - NO - 10.4%

(IF NO, GO TO SECTION IV)

2. Are your tests: 1 - Teacher Made - 61.7%
2 - Constructed by publishers - 7.0%

3. How often do you test a student in your class using teacher made or published materials?

1 - Daily - 0.9% 2 - Every few days - 17.4% 3 - Weekly - 39.1%

4 - Every few weeks - 3.5% 5 - When the student appears ready - 13.0%

6 - After the lesson is covered - 19.3%

4. Check any of the following which describe how you evaluate the test materials you are using to assess the mastery of your students.

The tests are:

81% 85 1. meeting the needs of my students

4.8% 5 2. not advanced enough for my students

1.9% 2 3. above the needs of my students

4.8% 5 4. not correlated well enough to the objectives I teach

1.9% 2 5. not related to the instructional material I use in my class

70.5% 74 6. helpful in managing my instructional program

1.9% 2 7. too much trouble to use

2.9% 3 8. too much trouble to make up

8.6% 9 9. too slow in providing feedback

10. Missing

IV. STAFF DEVELOPMENT

1. The 5-day SCIP Workshop Presented

1 - 24.3% 2 - 27.8% 3 - 19.1% 4 - 6.1% 5 - 6.1% 6 - 10.4%

New information — Previously learned informaton

1 - 23.5% 2 - 22.6% 3 - 19.1% 4 - 7.8% 5 - 3.5% 6 - 8.7%

New applications of mastery learning — No new applications of mastery learning

1 - 29.6% 2 - 32.2% 3 - 17.4% 4 - 7.8% 5 - 1.7% 6 - 2.6%

Practical suggestions — Impractical suggestions

2. The SCIP associate in my school provides useful information to me:

1 - Frequently - 39.1% 2 - Often - 34.8% 3 - Seldom - 11.3%

4 - Never - 2.6% 5 - I have not requested assistance - 8.7%

3. I have received as much assistance as I would like from the associate.

1 - YES - 84.4% 2 - NO - 12.2%

4. The SCIP school-level Coordinator in my school provides useful information to me:

1 - Frequently - 41.7% 2 - Often - 33.0% 3 - Seldom - 14.8%
4 - Never - 1.7% 5 - I have not requested assistance - 6.1%

5. I have received as much assistance as I would like from the Coordinator.
1 - YES - 83.5% 2 - NO - 11.3%

V. GENERAL

1. Mastery learning in my school is:

1 - 43.5% 2 - 25.2% 3 - 19.1% 4 - 8.7% 5 - 0 6 - 2.6%
Encouraged Discouraged

2. SCIP is based on clearly explained goals and objectives.

1 - 30.4% 2 - 36.5% 3 - 16.5% 4 - 10.4% 5 - 2.6% 6 - 4%
Strongly agree Strongly disagree

3. SCIP has significantly improved the educational services offered students in my classes.

1 - 18.3% 2 - 32.2% 3 - 26.1% 4 - 12.2% 5 - 6.1% 6 - 5.2%
Strongly agree Strongly disagree

4. In my classroom a student who has not mastered an objective is:
(Check all that apply)

65.2%	75	1. grouped with others who have not mastered it
93.9%	108	2. provided with a corrective lesson
97%	112	3. provided additional time on task
93.9%	108	4. provided with enrichment
93.9%	108	5. provided with extensions
63.5%	73	6. provided with Home Study lessons
28.7%	33	7. grouped with those who have mastered the objective
5.2%	6	8. other (please specify) _____

5. In my classroom, a student who has mastered an objective is:

(Check all that apply)

15.8%	18	1. grouped with others who have not mastered it
7.0%	8	2. provided with a corrective lesson
7.9%	9	3. provided with additional time on task
91.2%	104	4. provided with enrichment
66.7%	76	5. provided with extensions
11.4%	13	6. provided with Home Study lessons
57.0%	65	7. grouped with those who have mastered the objective
7.0%	8	8. other (please specify) _____

6. Please circle the number that best reflects your opinion of the effect of SCIP on the following areas.

Discipline:	33.9%	1 - reduced discipline problems
	61.1%	2 - no effect on discipline
	3.5%	3 - increased discipline problems
Attendance:	17.4%	1 - reduced attendance problems
	80.0%	2 - no effect on attendance problems
	0.9%	3 - increased attendance problems
Achievement:	74.8%	1 - improved student achievement
	17.4%	2 - no effect on student achievement
	2.6%	3 - reduced student achievement
Motivation:	59.6%	1 - improved student motivation
	25.2%	2 - no effect on student motivation
	4.3%	3 - reduced student motivation
Morale:	42.6%	1 - improved teacher morale
	37.4%	2 - no effect on teacher morale
	16.5%	3 - reduced teacher morale
Instruction:	74.8%	1 - improved the quality of instruction
	16.5%	2 - no effect on the quality of instruction
	3.5%	3 - reduced the quality of instruction

7. List three aspects of SCIP that have been most useful to you.

_____

_____

_____

8. For what type of student is mastery learning most effective?

9. If you could change one thing about SCIP what would it be?

10. Do you think SCIP makes a difference in your school? If so, how?

11. Please offer any observations on the overall operation of SCIP.

RESPONSES TO OPEN ENDED QUESTIONS

7. LIST THREE ASPECTS THAT HAVE BEEN MOST USEFUL TO YOU.

Mastery Learning, Management information system, Criteria reference tests.

The money to purchase supplies.

Classes are smaller. Basic Skills are stressed above all. Outside help is easy to obtain.

1. Helped to organize and evaluate the instructional program.
2. To motivate student learning.
3. To increase parent-teacher-student relationship.

1. Reduced discipline problems.
2. Reduced attendance problems.
3. Improved student motivation.

1. Homestudy
2. Home study component
3. Lesson Plans

1. The organization of the material

1. Availability of additional materials
2. Homestudy activities

1. Availability of resource materials
2. Use of CRT
3. Use of computer answer sheet

1. Materials
2. Testing
3. Feedback - Cycle feedback

SCIP materials. Grouping and homework study.

Materials provided.

Feedback.

5 learning levels (Application, Comprehension, etc.) 3 modes of learning Visual, Auditory T-K.

1. SCIP provided skill developing materials available.
2. SCIP made lesson planning and individual attention material easier to manage
3. SCIP gave long term, short term, and individual goals for students and teachers.

1. Feedback to parents
2. Student Profile
3. Computerized program

1. Computer Program feedback
2. Feedback to Parents
3. Individual Student Profile

1. Materials and supplies
2. Home Study
3. Staff Development

1. The responsibility lies with the student. More materials to really work with.

The letter to parents was most helpful. It made homework mandatory!

1. Materials
2. Feedback on student's progress
3. Coordinator's assistance

Improvement of quality of instruction

Materials

1. Provided better organization
2. Provided better assistance
3. Provided better materials

1. Materials ordered with SCIP money - Execllent
2. Use of correctives for those who do not master CRT's - as teaching tools.

Workshops providing information on Mastery Learning. Availability of SCIP Coordinator for consultation. Availability of CRT's to help me plan lessons.

1. CRT's
2. Correctives already printed
3. Answer Keys

1. SCIP AWARDS PROGRAM at our school
2. SCIP Moving tutoring program in Mathematics before school
3. Opportunity to meet students individual needs on their own math level

1. Interaction with fellow SCIP teachers and students
2. Resource people
3. Supplies and materials

MIS - once system is ironed out.

1. Workshops - 5 Day workshops
2. Availability of Instructional material
3. Cooperation and assistance of Associate

1. SCIP Workshop
2. SCIP School supplies
3. SCIP Coordinator and assistance of Associate

1. SCIP Workshop
2. SCIP School supplies
3. SCIP Coordinator

Preparing work sheets. Helpful for below average students.

1. The availability of the SCIP Associate
2. It is very helpful in planning instructional program
3. It's an easy way of keeping up with the progress.

Funding for additional instructional materials.

Grouping - Materials - CRT Test.

Implementation of the Mastery Learning Strategy. Additional instructional materials.

1. The variety of SCIP material has been very useful. The grouping situations has been very effective, because students help each other.

Workshops, materials, management system.

Provided new teaching materials. Provided convenient multiple choice questions. Provided answer sheets for teacher-made tests.

Extra Materials.

Home study lessons. Management information system.

Funds.

Formative Test. Extension enrichment. Management Information System.

SCIP has provided some form of success for slower students. SCIP has given students in general a better perspective on the concepts.

CRT's. Availability of monies for purchasing materials selected by teachers and geared to students needs. Home study sheets and reports to parents.

Provided new teaching materials. Provided convenient multiple choice questions. Provided answer sheet for teacher-made multiple choice test.

Staff development opportunities. Readily available resource of test items. Detailed outline of objectives and curriculum.

Definitely the SCIP workshop this year. The SCIP associate who visits me at my school. Funding for materials.

Tests are always available. Workshops were very interesting and materials gathered are useful. Students improve in achievement.

SCIP's Coordinator helpful suggestions. SCIP materials purchased for teachers use. On-site SCIP Coordinator at school.

Materials. Workshops (5 days). SCIP's Coordinator cooperation.

Increased materials available to teachers.

The materials purchased were extremely helpful. Time allowed at the school level helped in school site curriculum development (Staff development - in service workshops). The emphasis placed on reading.

Provides more materials to work with. Teachers have come together to write materials, share ideas that work and do not work and generally help each other within the school. Workshops have been helpful. Group students.

Having additional materials to use in class. Having students who are similarly grouped according to ability - help in the discipline area. Having a definite set of objectives to teach by - having our tests ready to use each year helps tremendously.

Additional materials to use. Grouping of studetns. Always have test available.

CRT's supplemental materials. (However not enough)

CRT's Testing. Staff development. Feedback material.

Home study. The fact that each program is geared toward or written for individual schools. CRT's re-enforces lessons taught.

Equipment and materials. Minimum competency tests.

Development of new teaching techniques. Received a large supply of educational materials.

Materials provided. Audio-Visual Equipment. Workshops.

Equipment, Materials, Supplies. Interchange with associates. Some new techniques.

Materials available. Special way to Group. Help when needed.

Materials. Ability to Group. Children are mastering objectives.

CRT/Correctives/Extensions

Additional materials. Additional Planning time through workshops. Helpful resource personnel.

Provides additional teaching techniques, materials/supplies. Provides an opportunity to meet with others to exchange ideas and teaching techniques.

Learn new teaching techniques. Additional instructional materials. Helpful resource people.

MIS has been very useful. Materials were needed. Funds for an assistant to keep our resource room open very valuable. (Not enough in budget now)

In providing materials in the Resource Room that I can use.

Home study lessons. Weekly testing. Students are able to receive corrective work/formative summative tests.

Materials, workhops that make me keep the faith. That make me say tomorrow I go in there knowing they will learn. (Even if the workshops are only 30 minutes) it makes me feel good about SKIP, about public schools and about being a teacher.

Summer in-house workshops. General in-service workshops. Availability of materials for instruction.

$ to order materials. Workshops. Summer paid time to prepare.

Preparation, re: teaching and correctives.

CRT test. Organization.

More materials. Extension of testing and feedback. Another way to teach.

Material available for enrichment and correctives. SCIP associate is available to help with problems.

Extra materials. Good planning.

Materials have been avialable when they may ohterwise have been provided.

Mastery Learning. CRT's. Home Study. SCIP school level coordinator.

SCIP has pin pointed vital areas in the curriculum needed to move students in a constructive way from one level to the next in the reading program.

Mastery Learning. CRT's. SCIP school level coordinator.

Materials. Some of the in-service. Emphasis on reading.

Abundance of materials provided. Chairperson in the school. The teachers involve with SCIP.

8. FOR WHAT TYPE OF STUDENT IN MASTERY LEARNING MOST EFFECTIVE?

The slow learning.

Mastery learning is most effective for the slow learner.

Highly motivated, self-disciplined student.

The Slow learner.

Students who are lacking in the basics. Both quick and slow learners benefit.

For the under-achiever as well as the achieving students.

All types.

The "average student"

The slower achiever.

Average and Above.

Average student.

All levels

All types

It has been effective with all of my students, every type.

The self-motivated.

Average to above average, disciplined students.

The self-motivated students.

Average to above average. Disciplined students.

Average learner.

The type of student mastery learning is most effective is an average student.

For the gifted and the slow-learner.

All students involved in small class loads, 20:1 pupil teacher ratio.

The average and below average student needing very specific skills.

All types.

The slower students see that they can succeed at something.

All types.

All students.

Mastery Learning is most effective for "C" level students.

Average to below average.

Slower learner to average students.

The student that is self-motivated.

Mastery learning is most effective with all students. It helps the slow as well as the advanced student.

Slow and/or remedial classes.

Any student.

All students.

It is effective for the slow learners to which most of my students are.

Very helpful for below average students. A good motivation method.

The average and below average student.

Mastery Learning is most effective for those students who have not experienced success and under achievers, those students who have no confidence in themselves.

The average and below average student.

Average and below average

All

Students that need individual help or attention.

For the student who just needs a little individual attention to achieve.

The slow to average ability student.

I find that Mastery Learning is most effective with average and below average students. The below average students particularly benefit from time on task.

For the conscientious, self-motivated student.

The average and below average students.

It has helped those students who are the lowest achievers.

Average.

Mastery Learning lends itself to skills - there is a real problem with literature, psycholinguistic reading approaches and a fluency approach to composition because they do not lend themselves to neat little objectives.

Non-disciplined problem students.

The below level student.

All students benefit from mastery learning. However, those who lack self-motivation seem to benefit most from Mastery Learning.

Can be used for all, but most effective with below level achievers.

The average student who usually learns the skill regardless of methods used as long as they are appropriate for his ability and learning style.

Slower - less able students.

All

I would like to say that all students gain from mastery learning.

Those students who are very far below their level.

The very slow student.

Slow learner.

Mastery learning is most effective for the slow learner who gets the opportunity to have the lesson broken down into more manageable steps.

Student with some influence from the home. Or the student who wants to learn.

Reaches all

The slow learner.

For the child who has problems learning.

The slow student.

Borderline

The slow learner.

The slow student

Average

Slow learner.

Students working below or at grade level.

Slow learners

It is of benefit to the high and low achiever.

Average and low average.

Average and above average.

The slow student.

9. IF YOU COULD CHANGE ON THING ABOUT SCIP, WHAT WOULD IT BE?

To get rid of it.

To find a way to work with the required paper work in evaluation of student programs, decrease student-teacher ratio. The classes are too large for complete effectiveness.

Amount of paper work.

Teachers to be more cooperative.

I think there should be faster feedback from computer services R.E. CRT's.

The grading process is too slow. If one child makes an error why should the entire pack be rejected?

School Coordinator.

Coordination of laboratory and classroom materials or programming.

Provide quicker services.

Feedback process from data banks.

Testing program. Decrease number of components.

Back up materials should be available as soon as possible.

Elimination of SCIP

Provide time to have parents present often for individual session with the student's progress.

Testing weekly and dealing with more reading objectives.

Reconstruct test items on test to deal with more precise reading objectives.

Criterion References Test

Paper work

More test oriented to 6th grade low level readers. Less reading in Math Test.

More immediate feedback from CRT's. Why do we have to wait for a specified day for pick-up?

Less paper work!!

Testing.

Gear more materials and learning activities toward the under-achievers.

Too much computer paper.

Gear more materials toward below average students.

Too much computerized materials.

The design of the CRT's.

Feedback would come back immediately and not on a delayed basis.

Math, English and Reading classes allowing other subject discipline to be targeted as SCIP teacher's classes and if the desire is there to be a part of the over-all SCIP Program.

CRT's to cover higher level skills.

I would change the CRT's to cover more specific objectives and group fewer objectives in one CRT.

CRT

crt's

More funds

The immediate feedback of SCIP Tests results. I have had one feedback this year.

More materials for low level students.

Change mandatory testing.

I would like to use the criterion referenced tests and have them geared to the objectives being taught at the specific time.

Provide more variety in the type of test booklets.

Paperwork.

I would change the CRT's; They should be more challenging.

CRT's at a more advanced level.

Extend the concepts that test booklets test.

The time factor involved in getting feedback from the MIs' the grouping of certain objectives in test booklets.

I would do away with the CRT's for Language Arts and in their place send every language arts teacher to the SCIP workshop.

All SCIP targeted teachers would have a tutor for grouping.

I would make sure that all feedback on tests are sent to the school-site at a resonable time.

SCIP should include Science and Social Studies and we need tutor.

Reduce the large amounts of testing.

Keep class in math to 15-20 students instead of 25-30.

Classes should be reduced to a smaller load.

The class size - should be half of what it is - 15 instead of 30.

I would place more emphasis on organizing curriculum on the school level by providing time and materials for individual language arts and math departments to meet and provide continuity within the school.

CRT's should test all objectives in skill's continua. Home study is too low level.

CRT's should test all objectives in Skills' continua.

The arrival of materials during the school year instead of at the beginning of the year.

If I could change one thing about SCIP, I would give individual teachers needed materials for their classes and deliver on time.

All teachers should be involved in the program.

The arrival of material and equipment - it arrives after the school year has begun, which makes it difficult for teachers to evaluate for use.

The amount of money that is being wasted in some areas.

Offer some other methods for teaching Math/English and Reading.

Paper work.

Less $ spent on staff development jobs. Titles, more spent on the kids.

Paper work.

The apathy on the part of the administrators.

Change the feedback to make the time less from testing to correcting.

Need Full-time Coordinator.

The reduction in funding at school level.

Insufficient funds and the constant change of plan from Headquarters.

I would create more opportunities for teachers to exchange ideas with each other regarding techniques which work in their classrooms.

Put the money into the classroom and not into salaries.

Need more Books.

Add teacher aids to each class.

A little more personalized in communications with administration and staff.

Answer sheet problems

Correlate test with lessons.

CRT's Most are not appropriate for the students that I teach.

Method - Some principals use to implement program. Should not be forced.

Reduce numbers of students in remedial classes to 20-1.

The testing materials.

Reduce number of students in SCIP classes. Give us improved CRT tests. Let each school have a full time SCIP Coordinator.

Suggest more visits from SCIP site personnel.

10. DO YOU THINK SCIP MAKES A DIFFERENCE IN YOUR SCHOOL? IF SO, HOW?

Yes - SCIP improves student achievement and motivation.

Yes - Lowers achievement.

It could!

Yes, identified specific classes to work on basic math skills. Learning is facilitated.

Not really - it's not totally reinforced in school.

Yes. Varying the instructional program.

Yes. It provides additional instructional materials and computer resources.

Yes.

No

Yes. For the teachers that are using it, it has helped their students, thus making a difference with them. Seem to have more motivation.

Yes, it has changed my attitude for the better.

Not really.

Yes. Relevant materials, low level in testing activities, motivators.

Only in my attitude, not the schools's attitude.

The materials are highly motivated and meet the needs of the students I teach.

Yes, it has benefited me in the area of classroom instruction.

Yes, it is quite easy to find out if the child has mastered a particular objective.

Yes, it provides materials, goals and motivation for students and teachers.

No.

No comment

Yes - by providing an organized skills continium and means of evaluating and measuring individual student's growth.

Yes. It provides services and materials.

Yes. The students seem to be enjoying it.

Yes - More available equipment and materials.

Yes. Availability of equipment, material and assistance from SCIP Supervisors.

Yes - Improve attendance, motivation and achievement.

Yes, I feel it brings teachers and students together with one over-all purpose to strive for excellence in all academic subjects.

Yes, because it provides materials for more time on task. Homestudy materials provide more re-inforcement for those who don't master objectives.

I am Not sure.

No.

Yes. It is a means by which we were given better organizational methods.

Yes, the materials have been most helpful.

It's hard to say.

No - There are two of us involved - We are hard working dedicated workers with or without SCIP.

Yes - Not enough time to devote to the under achievers.

It provides more materials to work with in class situations.

Materials being avaialble.

Yes, because my students are progressing more this year in Math.

Yes, SCIP makes a difference at my school. SCIP gives the under achiever a chance to succeed.

Students are exposed to varied resources.

No

SCIP has made a difference in our school, particularly in our Mathematics Department in that it is a unifying factor when it comes to objectives and goals and student achievement.

Yes, teacher are encouraged (almost pressured) to use SCIP test.

Yes

No, because everyone doesn't use it.

No

No

Yes

No

No

Can't say.

No

No

I think SCIP makes a difference because it provides the variety of materials that enable me individulize instructions.

No

Yes, the students work hard so they can progress.

Some

Yes, in some cases students receive more individual attention. Students are given the opportunity to work with equipment and supplies that they would not ordinarily use.

SCIP does make a difference, by giving reinforcements and helping student succeed and giving them an awareness of learning and its success depends on them.

Yes. The materials and visual aids received through SCIP have been very helpful in making this difference.

Students have increased awareness of learning and their needs in education.

No

SCIP has added impetus to our overall curriculum program and has provided badly needed materials in reading and mathematics.

Yes. If a teacher uses SCIP they must find a difference in their students' performance overall.

Yes, because it enhance a student to improve his ability.

Yes - I believe students are achieving better and teachers are working together more.

Yes It forces all teachers to be better prepared and provide audio-visual materials that we would not otherwise have available.

Yes it does. It designates a specific teaching method to use and then provides funds to obtain material and equipment necessary to implement it.

Yes

Yes, SCIP gives students the opportunity to realize the difference between the amount that he doesn't know and the amount that he can learn in a given period of time.

The materials have been beneficial; planning time has been valuable.

Yes

No - Not enough people believe in it.

Yes, because SCIP (underachievers) are tracted in some team for a 2 year period with same teachers having extended periods of time for study.

In some areas, yes. Students are selected to concentrate on basic skills they are weakest in and then given enough time on task to master these skills.

We have extra materials. It makes extra paperwork.

Yes - Improves teaching.

It has made me a better organized teacher, keeping folders, grades and feedback.

Yes - All students have a chance to succeed.

Yes, it gives structure to the curriculum.

Yes, enabling the slow learner to achieve on his own rate of speed.

Yes. SCIP is the first program I've seen in 10 years and 4 schools that grants money for materials and supplies.

Yes, I believe that students taught by objectives have a better understanding of what is expected of them and of where the lesson is going.

YES, YES, YES.

Yes, students are more enthusiastic about being able to have several chances to mastery material before testing.

Yes, in providing materials we otherwise would not have.

Yes, by giving criterion referenced information.

Yes, we now have materials on different achievement levels.

Yes. We have unified teaching objectives and a tutorial program.

It gives some order to the students.

No

Yes. Encourages student performance

Yes

Good teachers can perform with or without SCIP.

Not Really! The good teachers are effective no matter what technique/ method they use.

11. PLEASE OFFER ANY OBSERVATIONS ON THE OVERALL OPERATION OF SCIP.

Leaders can not lead. Leaders are not knowledgeable. Programs are operational before design is completed.

There are not enough materials available within the school. More text books and work books are needed as well as teacher assistance which are necessary with the group planning activities.

Very good program.

Poor communication, between all components of SCIP.

More materials are needed in the classroom.

Homestudy materials could be more readily availale - but other than that everything else is smooth. P.S. Whatever happened to booklet "C" of CRT?

SCIP at the Carver Senior High level would be greatly improved if a new coordinator were named. The present coordinator goes out of her way to suggest that Carver Senior teachers are incompetent, lazy and uncooperative. The fact is the coordinator notifies teachers of SCIP meetings at the last minute or not at all. For the last meeting she notified half the staff of the meeting in writing and then relied on the PA system to announce to teachers in the other building. Most of those teachers did not hear the PA announcement. She then put out a bulletin implying that teachers who did not attend were not interested. In the beginning of the program she was not on duty in the SCIP room at her appointed time; the SCIP room was locked, and teachers could not obtain SCIP materials. When these things were brought to her attention, she replied that she could not be bothered all the time sitting in the room or corssing over to the other building. She also wrote me a very nasty letter in reply to one I wrote to her concerning SCIP discrepancies.

All of this tends to lower morale of teachers.

SCIP hs been frowned upon by most of our faculty, administration. We who are mathematics and language arts teachers are laughed at and looked on as "suckers" for trying so hard.

There is too much paper work. Also, there is a problem in staying on objectives until mastered versus covering enough minimum competencies to prepared for the CTBS and Louisiana Assessment Test.

More money for the coordinator. Coordinators need more time or should not have a teacher assignment to adequately organize classroom instruction in specific SCIP classes. Decrease the workload on coordinators in comparison to their regular school assignment!!

I do not have time to contact parents and encourage their in-put into their child's work.

In theory the SCIP concept is great, but it is totally impossible to implement in the present day school setting. Much, much more instructional materials are needed for SCIP to function properly. Also teachers need aids in order to set up different groups with different learning activities.

School-level coordinator - be available at the beginning of the year to see that the program is off to a booming start.

Too much paperwork.

Basic Mastery Learning techniques are excellent; but the teachers who need it most are the most resistant to change their methodology and adopt new techniques.

Too much paperwork.

I have students who are working far below grade level - I have tried working individually with them; it takes too much time and I have not seen much improvement. These students can do very little work by themselves. They cannot read or follow instructions.

SCIP is only now beginning to seem organized and productive to me. I look forward to improvement in the system. I would like to see more questions on the CRT pertaining to each objective.

SCIP has been a big influence on bringing up grades of students. Also, skills are taught until mastered. I think the SCIP Program is great because it provides for feedback to parents, students, administrators, etc.

SCIP and mastery Learning are wonderful ideas which have had trouble in the implementation stage. If the process of getting and ordering materials, of computer assisted testing could be ironed out, the program would be a vast success.

More workshops.

I think the overall operation is very good.

Management not effective.

Mis-managed.

Fair

SCIP is a foreign strategy to the administrators at my school; it is a gross mis-management.

Fair.

Feedback to slow. Some improvement has been made (5 items per concept).

The overall operation SCIP is satisfactory. The SCIP is satisfactory. As a relatively new teacher to the system, SCIP provided me with the opportunity to blend in to a situation that I found far different from what I had left as a graduate in 1966.

The workshop offered is of tremendous value. I feel all teachers could benefit greatly from it. It has affected my teaching and my students in a most positive way. However, I feel that other aspect of SCIP are in deep need of revision. It definitely applies much better to the hard sciences than to the language arts. Bloom said that it is not particulary good for language arts, and with the exception of the workshop, money for materials and the associate who visits my school, I tend to agree with him.

All persons involved in SCIP should teach only one subject.

SCIP is a very good program. Most of my students have improved in reading in language arts skills. SCIP helps students to learn at their own pace.

The overall concept of SCIP is good since most teachers use and have used prior to the program some degree of mastery learning. However, there are many forms and evaluations and surveys that are required that are time consuming. These, tough necessary, interrupt the continuity of the class lesson and tend to be annoying.

Too many teachers are asked to implement Mastery Learning without sufficient background and training. Too much testing makes students "test weary". Overall instructional program has benefited because of increased training of some teachers and additional materials.

There are still scheduling problems in our school but the class grouping is better now than before SCIP. There is not enough time for me to write all the teacher-made tests and materials that I need for mastery learning during the school year. Workshops writing materials would help.

SCIP is an excellent program, but, I think there is a great need for improvement.

There are still problems that need to be solved. Overall, SCIP is a good program that needs a few modifications to make it a complete success.

I am encouraged by the positive attitudes I am perceiving regarding the evaluation of this program. I am eager to see how the new input will effect the program and I'm looking forward to the new implementations.

I am disappointed. I think targeted teachers should be given individual funds to buy supplies for their individual disciplines.

Teachers should be given individual funds to purchase immediate materials needed to improve learning.

The overall operation of SCIP has indeed had impact upon my students. With on hand materials to use, I have found time for other pertinent time spent with my students.

Teachers should be given individual funding. Materials are delivered too slowly. More materials are needed.

Instructions and dates of reports would be issued at the beginning of the school year. All SCIP materials and information should be in the school when school opens.

Concept good, implementation fair, "trickle down" information poor. There appears to be a great deal of waste. Too much personnel doing too little. Staff development people are not by appearance, demeanor or experience the best spokesperson for the philosophy of SCIP. Additionally, they are not committed enough. I can not trust people who appear to not believe in what they're doing!

Effective

I am pleased with the program. All of the assistance, materials and workshops have been extremely beneficial to my students and me.

I am pleased with the program.

Very well organized! Keep up the good work!

Perhaps a workshop is needed on how to prepare a SCIP evaluation.

The operation is very competently and effectively done.

The tests could be designed to cover just one objective as it would simplify the procedure. Clearer guidelines need to be given and only 1 set of information would be more useful rather than being given several conflicting instructions one would be better. One other observation is that too many times in the past 4 years activities systemwide have been too slow being put into operation. Needed is a fulltime in-school coordinator.

Students are viewed by test results and often they don't feel like being tested. Understand, we do need a measure. Just the other day a student took a test for re-grouping. She always did the answers right. Then on the test she didn't. Called her to the desk asked for the correct answer, she gave it. That just gave me a brilliant idea - I'll give her a verbal test.

Good people - honorable goals and intentions - not the perfect cure (Reduce student-teacher ratio).

SCIP should be made mandatory for all teachers in all subject areas.

This is an excellent SCIP Teacher Survey.

I feel any program - New ways of presenting material to students is beneficial and should be continued.

Grouping slower less able students tend to lower student-teacher expectation.

Testing as it is done now is unreliable. The emphasis on skills can often lead to a fragmented approach to reading which is detrimental.

SCIP objectives should be used as a guide for teachers not a must. It can be most useful and helpful when used properly.

Everything seesm to be going as good as possible. I only wish SCIP could help parents to become more involved and concerned about their adolescent underachievers.

Not enough availability to SCIP room. SCIP teachers used for other duties.

Keep it going! Keep the drive alive!

I think mastery learning is a good concept in certain area but Orleans Parish has gone overboard. I wish there was one educational theory appropriate for all students in all areas, but I don't believe there is.

I use mastery learning in all of my classes but find that those students in my SCIP II class (Consumer Mathematics II) benefit more from this style of teaching. The students seem more interested and work harder without playing. Students realize that extra effort by the teacher and school system is being used for them and I think that they work harder because of it. The SCIP classes are a close group of students who help each other even without being told to do so. They also help each other outside of class to appreciate formative tests. Most students experience success several times during the semester. Special Education students also work well in my SCIP classes.

APPENDIX C

ADMINISTRATORS SURVEY

ABOUT SCIP

SCIP QUESTIONNAIRE FOR ADMINISTRATORS

As part of the overall evaluation of the Secondary Curriculum Improvement Program (SCIP) administrators in various capacities are being asked for their opinions. Please supply the following information concerning the overall operation of SCIP in your school.

ROLE (Please Circle)

1. Principal - 24
2. Assistant Principal - 29
3. Counselor - 31
4. SCIP Coordinator - 18
5. SCIP Associate - 3

SCHOOL TYPE (Please Circle)

1. Senior High - 45
2. Junior High - 34
3. Middle School - 19
4. Special Program - 2
5. Other - 7

Total number of classroom teachers in the school

_____

Does SCIP operate in your school? (Please Check)

1. Yes 105 2. No 2 3. Unsure____

(IF NO, PLEASE DO NOT CONTINUE)

What portion of your faculty uses mastery learning techniques? (Please Circle)

1. None - 1
2. 1 - 25% - 28
3. 26 - 50% - 38
4. 51 - 75% - 16
5. 76 -100% - 11
6. Don't Know -9

What portion of your faculty are "targeted" as SCIP teachers this year? (Please Circle)

1. None - 1
2. 1 - 25% - 76
3. 26 - 50% - 17
4. 51 - 75% - 1
5. 76 -100% - 5
6. Don't Know -3

1. The materials and supplies purchased for SCIP are: (Please Circle)

	1 Used Frequently	2	3	4	5	6 Used Infrequently
Responses	44	29	14	11	3	1

2. I am satisfied with the materials and supplies available through SCIP. (Please Circle)

	1 Agree Strongly	2	3	4	5	6 Disagree Strongly
Responses	41	32	21	4	2	1

3. SCIP teachers in this school use mastery learning as a major teaching technique. (Please Circle)

	1 Agree Strongly	2	3	4	5	6 Disagree Strongly
Responses	17	31	31	21	3	1

4. Mastery learning is an appropriate and useful technique in my school. (Please Circle)

	1 Agree Strongly	2	3	4	5	6 Disagree Strongly
Responses	31	31	23	13	6	0

5. My role in SCIP in this school is clear and easily understood. (Please Circle)

	1 Agree Strongly	2	3	4	5	6 Disagree Strongly
Responses	40	24	9	10	12	11

6. SCIP has made a major contribution toward the academic improvement of students in my school. (Please Circle)

	1 Agree Strongly	2	3	4	5	6 Disagree Strongly
Responses	26	25	32	17	6	0

7. Please circle the number that best reflects your opinion of the effect of SCIP on the following areas.

			Responses
Discipline:	1 -	reduced discipline problems	50
	2 -	no effect on discipline	51
	3 -	increased discipline problems	2
Attendance:	1 -	reduced attendance problems	32
	2 -	no effect on attendance problems	66
	3 -	increased attendance problems	2
Achievement:	1 -	improved student achievement	91
	2 -	no effect on student achievement	12
	3 -	reduced student achievement	4
Motivation:	1 -	improved student motivation	81
	2 -	no effect on student motivation	21
	3 -	reduced student motivation	5
Morale:	1 -	improved teacher morale	45
	2 -	no effect on teacher morale	43
	3 -	reduced teacher morale	12
Instruction:	1 -	improved the quality of instruction	87
	2 -	no effect on the quality of instruction	16
	3 -	reduced the quality of instruction	4

1. To what extent do you believe the Computerized Management Information System is used in your schools?

Some schools do not use the system because they have been waiting for the C-booklets. In other schools, every teacher was required to use the system. Teachers have complained about the MIS involving too much work or taking too long to provide feedback.

The use of the system depends on the school. It takes a while to get used to using the Management Information System. The schools who use the system are benefiting from the information.

When teachers are urged to use the system they do but overall the teachers do not use the system as a teaching tool. The system constantly loses credibility because of the frequent changes.

MIS is used very little because of problems with "turn around." The time lapse in feedback is a disadvantage for practical applications.

MIS is used minimally - maybe 2 schools in 14 use the service to full potential.

MIS is used to a limited extent for a variety of reasons, limited to minimum objectives, answer sheets are time consuming and bad P.R. - people make excuses not to use MIS.

Use varies at different schools - is not being used continously in any school as originally planned (on weekly basis). People have been encouraged but the system is not catching on.

MIS is not used to any great extent. Teachers find there is more work involved in reciving materials. Principals do not find the system fits in with the program in their schools. Special needs are not met.

I don't think the system is being used very much at all.

2. Are the materials and supplies purchased with SCIP funds appropriate and useful in the implementation of the SCIP programs?

Materials are very useful and appropriate once they are received in the school. Materials are received late in the year or early in the next. The materials that are ordered are very good thanks to Dr. Garber, Dr. Boucree and the associates.

Materials would not have been provided otherwise. Formerly, the principal alone determined the priority of instructional materials.

Yes - hands on materials, materials that lend to a variety of styles, materials are abundant - not rationed - some schools have a plethora of material.

Excellent - allows teachers to make choices - software was handed down previously.

Perhaps the biggest plus in whole program.

Yes - they are basically ordered through individual schools and monitoring has been "tight".

Materials are appropriate but not utilized as much as they might be. Some schools use materials more effectively than others.

Materials have been very helpful - schools can order materials for specific needs.

Instructional materials have been good.

3. What have the 5-day staff development workshops contributed to the secondary school program?

One of the more positive aspects of the program. Brought about positive attitudes for formerly negative attitudes. In some instances where SCIP worked well, the program seemed redundant, repetitive - good orientation for what teaching is all about -provides re-focussing for veteran teachers.

Gives teachers a common focus and motivation to try new ideas. Clears up ideas about SCIP and provides unity. Improved instruction by emphasizing composition and problem-solving.

"Phenomenal" - Provided varied experiences and reduced hostile attitudes. Allowed sharing and an exchange of information.

Increased awareness level about SCIP. Provided support for a highly diversified program. Assisted in the implementation. Unfortunately, some teachers returned to their old style after the workshops.

Knowledge presented about curriculum - once teachers were awre of curriculum development and change, teachers responded enthusiastically and grew. Sharing of ideas allowed teachers to grow and try new ideas. Non-threatening responses to acknowledged teacher needs.

Good experience for teachers to see together, common needs and problems. Allayed some of their fears and eliminated misgivings and misconceptions about SCIP and mastery learning. Sharing and exchanging of ideas improved teachers morale.

Provided a great deal of motivation and impetus for change in the schools. Teachers got a sense of confidence and enthusiasm to try new things in their schools - improved morale and had productive effect on the rest of staff.

Provided better understanding of SCIP and the mastery learning philosophy. Fostered sharing between disciplines and support for individuals in schools. Schools could share successes and concerns.

Nice impact - follow-up and monitoring of teachers not as effective as it might be due to limited number of associates. One associate to forty teachers is too much to cover.

4. How do you think the SCIP program's facilitation improved instruction and increased achievement in the system?

Instruction improved through the mastery learning concept. Planning to objectives that were spelled out to students ahead of time-added instruction and consequently improved achievement.

Improved teachers and instruction by trying new methods exposed through SCIP (composition and problem-solving skills). Bloom's Toxonomg and individual student styles increased teacher awareness. There are too many variables to assess achievement (impossible to say just how SCIP has improved achievement). If instruction improved we can assume achievement improved but we cannot prove it.

Improved instruction by giving teachers an opportunity to examine an alternative teaching method. May have made teachers improve teaching by making teachers aware of the cyclical nature of evaluation.

Improved instruction through the use of a variety of materials, different learning styles and correctives. Achievement has improved from what teachers say in schools where the program has been truely implemented.

Instruction has improved because SCIP is a curriculum effort and it increased awareness about curriculum issues. Provided better understanding and improved knowledge. SCIP may have been one of the causes for improvement in achievement but it is difficult to separate the impact of other programs.

For those teachers who have been through staff development, the experience provided strategies and quality teaching techniques - for receptive teachers instruction improved. No comment on achievement.

No knowledge about increasing achievement. Definitely increased curriculum possibilities for teachers - better framework in which to work, teaching toward objectives, began to talk curriculum rather than talking textbooks. In my own classroom, achievement definitely increased -improvement was dramatic.

"Teaching + learning = achievement." Program forced teachers to see what was to be taught and student needs. Teachers were forced to look at curriculum. Teachers generally only see part of a puzzle rather than whole picture, this program improved perspective. Achievement definitely increased.

Created an awareness that improvement was possible as well as needed. Brought all components in the system into a more concerted effort to improve instruction. Room for improvement in all schools - allows for creative development of curriculum. Student achievement could improve dramatically.

APPENDIX D

QUESTIONS FOR THE STUDENT INTERVIEW

STUDENT INTERVIEW

1. Do you have any SCIP classes? If so, which classes are SCIP classes"

2. What is the difference between SCIP classes and other classes?

3. What is an objective and how is it used?

4. What does SCIP mean to you?

5. Has your involvement in SCIP helped you to learn better or faster or easier?

6. Have you used the computerized test sheets?

7. Do you have any comments about SCIP?

APPENDIX E

INTERVIEWS WITH SCIP STAFF

DEVELOPMENT ASSOCIATES

1. To what extent do you believe the Computerized Management Information System is used in your schools?

Some schools do not use the system because they have been waiting for the C-booklets. In other schools, every teacher was required to use the system. Teachers have complained about the MIS involving too much work or taking too long to provide feedback.

The use of the system depends on the school. It takes a while to get used to using the Management Information System. The schools who use the system are benefiting from the information.

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